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## Introduction

### Complete Plans

*Hearts for Him Through Time: Revival to Revolution* features 35 units with complete daily plans for ages 11-13 with extensions for ages 14-15. Each unit lasts 4 days, which gives you the 5<sup>th</sup> day of each week to use as you wish. The 4-day plan can be stretched to cover 5 days if needed. This guide is meant to save you time, so instead of planning, you can make special memories as you enjoy watching your students grow and mature in all areas. Activities are rotated daily, so you can cover many areas that might often be neglected, without lengthening your school day. These plans are designed to provide an academic, well-balanced approach to learning, but more importantly to help you reach your children's hearts and minds.

### Easy to Use

Straightforward daily plans are provided on each two-page spread. The subjects can be done in any order. Each day of plans is divided into the following 2 parts: "Learning Through History" and "Learning the Basics". Each segment of plans is further designated as "Teacher Directed = T", "Semi-Independent = S", or "Independent = I". Dividing the plans in this manner is meant to help you move your students toward more independent work, as the guide becomes **their** planner, which you borrow to teach the "T" boxes. Easy to follow daily plans are divided into 11-12 boxes, which can be spaced throughout the day as time allows.

### Learning Through History

The "Learning Through History" part of the program provides a deeper look at the time period of the Revival to Revolution. This year of study is meant to provide students with a Christ-centered overview of the mid-1700 through the 1900's, from the period of the Revivals and the Great Awakenings through the Industrial Revolutions. *Revival to Revolution* gives students an exciting, narrative look at American history set within the worldwide context of an awakening church, social reform, revolutions and rebellions, the rise of Protestant denominations and modern missions, industrial revolutions, and the beginnings of the modern world. Students will learn about each time period through the stories of painters, musicians, authors, poets, doctors, scientists, inventors, kings, queens, and leaders of the time. This narrative approach does show some of the sins of a fallen world, yet it also shows how God is sovereign in history, and how He moves both men and nations toward their destiny in Jesus Christ. Church history and missions are woven in and out of the narratives at the proper places in history, leading students to see that all of history belongs to God and is actually "His" story.

The following areas are linked with the history readings: creative history projects, research entries on the signers of the Declaration, primary source documents, detailed and summary oral narrations, period artwork, history read-alouds, atlas connections, full-color mapping exercises, audio history stories, poetry of historical events and people, timeline sketches, *Draw and Write Through History* sketches, copywork of quotes/verses/poetry, full-color student notebook pages, and written narrations. A full-color Christian study of the fifty states is also included.

## **Learning the Basics**

The “Learning the Basics” part of the program focuses on language arts, math, Bible, music appreciation, and science. It includes dictation practice and passages, a choice of scheduled grammar texts, a Christian creative writing program, formal literature study, a choice of math texts, living book science readings along with *The Collector’s Gallery of Innovation*, science experiments with written lab sheets emphasizing the scientific process, oral narrations, written narrations, a chronological composer and hymn writer study, music appreciation, an inductive Bible study of Hebrews 11-12, Bible passage memory work with Scripture cards, and a discussion-based Bible-study focused on developing a Biblical worldview.

## **Quick Activities**

*Revival to Revolution* was written with the busy homeschool teacher in mind. It provides a way to do enriching activities without all of the usual planning and preparation. Quick and easy activities require little or no preparation and use materials you’re likely to have on hand.

## **Fun Ideas**

Engaging daily lessons take approximately 4½ hours to complete. More time will be needed if you linger on activities or draw out discussions. The activities are filled with ideas that get students thinking, exploring, and learning in a meaningful way.

## **Balanced**

Each day’s lessons are carefully planned to provide a balance of oral, written, and hands-on work. In this way, oral narrations are practiced each week, but in a variety of subject areas. Written work is required daily, but care is taken to balance it with other forms of assessment. Hands-on experiences are provided in each day’s plans, but they do not require overwhelming amounts of time.

## **Flexible**

Lesson plans are written to allow you to customize the program to suit your child’s needs. A choice of resources is provided. An Extension Pack Schedule in the Appendix extends the area of history to include more advanced reading material. This allows your older students to learn along with your younger students.

## **Resources**

All of the resources noted in *Revival to Revolution* are available from Heart of Dakota Publishing. Resources may be ordered online at [www.heartofdakota.com](http://www.heartofdakota.com), by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed below.

## **History Resources (Required)**

\**George Washington’s World* by Genevieve Foster, Expanded Edition by Joanna Foster (Beautiful Feet Books, 1997 Expanded Edition)

- \**The Story of Napoleon* by H.E. Marshall (Yesterday's Classics, 2007)  
Note: There are multiple versions of this book. The Yesterday's Classics version must be used to coordinate with the plans and is carried by Heart of Dakota.
- \**Renewal: The Church That Expands Outward* by Luke H. Davis (Christian Focus Publications, 2023)
- \**Thomas Jefferson's America* by Jim Weiss (Greathall Productions Inc., 2005)
- \**Abraham Lincoln and the Heart of America* by Jim Weiss (Greathall Productions Inc., 2004)
- \**The Story of the Great Republic* by H.A. Guerber (Nothing New Press, 2006)
- \**The Growth of the British Empire* by M.B. Synge (Yesterday's Classics, 2006)  
Note: There are multiple versions of this book. The Yesterday's Classics version must be used to coordinate with the plans and is carried by Heart of Dakota.
- \**Who Is God? And Can I Really Know Him?* by John Hay and David Webb (Apologia Press, 2009)
- \**What in the World? Vol. 3: World Empires, World Missions, World Wars* by Diana Waring (Answers in Genesis, 2008) Note: This audio CD set is available in several different versions, but only the 2008 Answers in Genesis version matches with the track numbers in this guide and includes the audio material needed for this study. Heart of Dakota carries this version.
- \**Draw and Write Through History: Napoleon to Lady Liberty – The World of the 1800's* by Carylee Gressman and illustrated by Peggy Dick (CPR Publishing, 2010)
- \**United States History Atlas* (Maps.com, 2010)
- \**Map Trek Outlines: Maps of World & U.S. History* by Terri Johnson (Masterbooks, 2022)
- \**Map Trek Atlas: Maps of World & U.S. History* by Terri Johnson (Masterbooks, 2022)  
Note: This *Map Trek* Set is used in multiple Heart of Dakota guides.
- \**Revival to Revolution Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2011, 2024) Note: These pages are in full-color and are not reproducible. A copy is required for each student.
- \**Heroes of Faith: The Hidden Treasures in Hebrews* by Evelyn Wheeler (Heart of Dakota, 2023) Note: This book is consumable. A copy is needed for each student.
- \**Scripture Cards for Hebrews 11:1-12:3* designed by Shaw Austin and Merlin DeBoer (Heart of Dakota, 2024)
- \**Children's Atlas of the U.S.A.* by Craig Froman (Master Books, 2020)
- \**Desk Atlas of the United States* by GeoMatters (Geography Matters, Revised 2019)
- \**State Study Road Trip: 50 Scenic State Postcards* designed by Shaw Austin (Heart of Dakota, 2024) Note: These postcards are consumable. A set is needed for each student.
- \**The Signers: The 56 Stories Behind the Declaration of Independence* by Dennis Brindell Fradin (Walker Publishing Company, Inc., 2002)

### **Composer Study Package** (Highly Recommended)

- \**The Story of Classical Music* Audio Written by Darren Henley, Read by Marin Alsop (Naxos AudioBooks Ltd., 2004)
- \**A Young Scholar's Guide to Composers* by Melissa E. Craig & Maggie S. Hogan (Bright Ideas Press, 2017)

- \**Mr. Bach Comes to Call* Audio by Susan Hammond (Classical Kids, 1998)
- \**Mozart's Magnificent Voyage* Audio by Susan Hammond (Classical Kids, 1998)
- \**Beethoven Lives Upstairs* Audio by Susan Hammond (Classical Kids, 1989)
- \**Tchaikovsky Discovers America* Audio by Susan Hammond (Classical Kids, 1993)
- \**Gershwin's Magic Key* Audio by Susan Hammond (Classical Kids, 2021)
- \**Color the Classics: Hymn Writers* by Carmen Ziarkowski (Carmen Ziarkowski, 2008)
- \**Color the Classics: Hymn Writers* Audio by Sacred Music Services (Color the Classics, 2016)

**History Read-Alouds: Basic Package** (Highly Recommended – Listed in Appendix)

**Self-Study Extension Package** (Required for Older Students – Listed in Appendix)

**Science Resources** (Required, unless you have your own science)

**Option 1:**

- \**The Story of Inventions* by Anna Claybourne & Adam Larkum (Usborne Publishing, 2007, Republished by Harper Collins, 2024)
  - \**Out of Darkness* by Russell Freedman (Clarion Books, 1997)
  - \**Michael Faraday: Father of Electronics* by Charles Ludwig (Herald Press, 1978)
  - \**Inventors & Scientists* by Marilyn Boyer (Master Books, 2023)
  - \**Who Was Levi Strauss?* by Ellen Labrecque (Penguin Random House, 2021)
  - \**Henry Ford: Young Man with Ideas* by Hazel B. Aird and Catherine Ruddiman (Aladdin Paperbooks, 1986)
  - \**Chocolate by Hershey* by Betty Burford (Lerner Publishing Group, 1994)
  - \**Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Matthews (National Geographic Society, 1999)
  - \**Who Was Nikola Tesla?* by Jim Gigliotti (Penguin Random House, 2018)
  - \**The Wright Brothers: They Gave Us Wings* by Charles Ludwig (Mott Media, Inc., 1995)
  - \**The Collector's Gallery of Innovation* designed by Shaw Austin (Heart of Dakota Publishing, 2024) Note: These gallery pages are in full-color and are not reproducible. A copy is required for each student to complete the Inventor Study.
  - \**Exploration Education Intermediate Level: Physical Science Standard Version* by John WR Grunder (Exploration Education, 2003-2010)
- Option 2:** (Includes the first 11 resources in Option 1 above and the kit below)
- \**Exploration Education Intermediate Level: Physical Science Advanced Version* by John WR Grunder (Exploration Education, 2003-2010)

**Resource Choices** (Considered to be necessary choices)

- \*Choose one of the following reading options to use with this program:
  1. *Drawn into the Heart of Reading: Level 6/7/8* by Carrie Austin (Heart of Dakota Publishing, 2000)
  2. Your own program
- \*Choose one of the following English options to use with this program:
  1. *Following the Plan: English 5* by Rod and Staff Publishers (Rod and Staff Publishers, Inc., 1993)
  2. *Progressing With Courage: English 6* by Rod and Staff Publishers (Rod and Staff Publishers, Inc., 1994)

3. Your own program
- \*Choose one of the following writing options to use with this program:
1. *Imitation in Writing: Fairy Tales* by Matt Whitling (Logos Press, Third Edition 2022)
  2. Your own program
- \*Choose one of the following math options to use with this program:
1. *Singapore Primary Mathematics 6A/6B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  2. *Apologia Math Level 6* by Kathryn Gnomes (Apologia Educational Ministries, Inc., 2024)
  3. *Mastering Essential Math Skills Book 2* by Richard W. Fisher (Math Essentials, 2018) **or** *Pre-Algebra* by Richard W. Fisher (Math Essentials, 2<sup>nd</sup> Edition 2014)
  4. *Principles of Mathematics: Book 1* by Katherine A. Loop (Master Books, 2015)
  5. *Understanding Pre-Algebra* by Terri Husted (Critical Thinkig Co., 2018)
  6. Your own program

**Note:** Resources sometimes go out of print or undergo changes. Brief schedule changes are posted on the “Updates” portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com). Lengthier schedule changes are sent along with your purchase of the corresponding guide or book from Heart of Dakota.



## “Learning Through History” Components

### Reading About History

The “Learning Through History” part of the program is told in story form and provides a deeper look at the time period from the mid-1700’s through the 1900’s, from the period of the Revivals and the Great Awakenings through the Industrial Revolutions. This year of study is meant to give students an exciting, narrative look at American history set within the worldwide context of an awakening church, social reform, revolutions and rebellions, the rise of Protestant denominations and modern missions, industrial revolutions, and the beginnings of the modern world.

History stories are scheduled for the students to read independently each day using the following resources: *George Washington’s World* by Genevieve Foster, *The Story of Napoleon* by H.E. Marshall, *Renewal* by Luke Davis, *The Story of the Great Republic* by H.A. Guerber, and *The Growth of the British Empire* by M.B. Synge. These stories provide the focus for this part of the plans. Each of the areas that follow are linked to the daily stories once each unit:

- \*Write a written narration to reflect upon the history reading. The *Student Notebook* provides a place for recording written narrations. Written narration tips are provided in the Appendix of *Revival to Revolution* for help as needed.
- \*Give a detailed or a summary oral narration by retelling the history reading. Oral narration tips can be found in the Appendix for help as needed. Use the provided Scriptures to weigh a historical character’s thoughts, words, or actions in light of the Bible.
- \*Study period artwork of famous people and places linked to the history readings. Questions are provided to place the paintings in their proper historical context. Artwork is included in the *Revival to Revolution Student Notebook*.
- \*Reference the *United States History Atlas* to locate historically significant places, trace important routes and roads, and show how areas have changed over time. These mapping exercises parallel the history readings.

The *Student Notebook* has been especially created for *Revival to Revolution* to provide a timeless keepsake of what was learned throughout the year. Full-color pages complete with period artwork of famous people and places, areas to record written narrations, a timeline to update in each unit, project helps, original speeches and letters, sketches to color, and places to record copywork of famous poetry grace the pages of this lovely resource. The *Student Notebook* pages can be stored in a 3-ring binder with a place to insert a cover page.

### Timeline

To understand the flow of history, students keep a timeline in their *Student Notebook* of some of the major events and people studied throughout the year.

## **“Learning Through History” Components** (continued)

Planning how to illustrate the timeline entry along with drawing the entry itself, forces students to call upon what they have learned and apply it. What children take time to create they retain, because it has become their own.

The timeline created by the students specifically matches the *Revival to Revolution* history readings. Additional entries in the *Student Notebook* provide a fuller picture of the time period and better help students place the timeline entries within their historical context.

Note: Beginning with the *Student Notebook in Creation to Christ*, students will add a section to their timeline with each consecutive guide for four years. When the timeline is finished the end result will be a complete *Book of Time*.

### **Poetry**

Different classic poems written by famous poets are studied throughout the year. Each poem was chosen for its enduring quality, its ability to withstand the test of time, and its historical significance. These poems match the history readings in each unit and add a new dimension to the history study by delving more deeply into the emotions, events, and people of the time period.

The poems in this guide differ from previous guides in the level of difficulty, length, and style of the poets. After years of forming a relationship with poetry that was first built on shorter poems, students are now capable of enjoying and comprehending longer and more abstract works. This deeper, more challenging poetry study is meant to provide an excellent stepping-stone to reading and understanding higher-level literature.

The following activities are linked to the poetry: thought-provoking questions related to the meaning of the poem, copywork of selected stanzas within the *Student Notebook*, links to the historical time period, connections between the poetry and historical events or people, and pertinent background information about some of the poets.

### **Geography**

One day in each unit includes mapping activities that directly relate to the history stories using the *United States History Atlas* and *Map Trek: Maps of World & U.S. History Set*. Studying geography in this manner helps students recognize how geography has impacted history. The purpose of the mapping activities is to teach students to use a variety of maps, to cross-reference maps and assimilate that information, and to create and label their own historically accurate maps.

Step-by-step mapping activities connect history with geography by directing students to find various locations from long ago on historical maps. Students are also guided to discover how the power struggle for land and liberty affected history.

## **“Learning Through History” Components** (continued)

Mapping within this time period visually portrays the settling of new lands, the battles fought for liberty and democracy, and the establishment of new boundaries.

Countries of Europe raced to settle the New World, and students track those settlements on maps of the New England Colonies, the Middle Colonies, and the Southern Colonies. The power struggle for land also dominated the European scene, so students find and label where these struggles took place on maps of Prussia, the Seven Years’ War, Russia, and so on.

The battle over land in the New World continued and became driven by the cause of liberty and democracy. To show this, students track locations of key battles on maps of Early Battles of the Revolutionary War, The American Revolution, and the War of 1812. When the pursuit for liberty spread to France and Latin America, students map those revolutions as well.

As the United States grew and uncharted waters and lands were explored, students map the Explorations of Daniel Boone, the Lewis and Clark Expedition, the Growth of the U.S.A., Trails of Expansion, the Gold Rush in California, the Westward Expansion/Mexican War, and the Pony Express/Telegraph Lines.

Changes also took place in other areas of the world as Napoleon waged war in Europe; Australia was colonized; Russia fought in the Crimea; and composers, inventors, and industry entered a new age. Students document this changing world through a series of corresponding maps.

Moving toward modern times, war and trade dominated the world’s landscape. Students label maps to show important places, key battles, bodies of water, and geographic features, while also color-coding segments of land to show ownership. Mapping exercises show Japan opening to trade, the American Civil War, Italy being united, the reconstruction of the U.S. after the Civil War, the Dominion of Canada, the landforms of Africa, India under the rule of the British East India Co., the British Empire, the Chinese Boxer Rebellion, the scramble for Africa, and the Boer War in South Africa.

Maps needed for the “Geography” part of the *Revival to Revolution* plans are included in the *United States History Atlas* and in the *Map Trek: World & U.S. History Set*. *Map Trek Atlas* maps and *United States History Atlas* maps are in full-color. Student Maps found in the *Map Trek Outlines* book are in black and white and may be copied for use with immediate family members in the same household. The *United States History Atlas* and the *Map Trek Set* are both used in multiple Heart of Dakota guides.

### **Worthy Words**

One day in each unit includes reading Worthy Words from a primary source that directly relates to the history story for that day. A primary source is something that

## **“Learning Through History” Components** (continued)

originates in the historical time period being studied. Letters, journal entries, and the text of speeches written during the time period are primary sources. The *Revival to Revolution Student Notebook* contains all the primary sources needed for this study.

Within the Worthy Words activity, students begin to consider the writer’s point of view, the tone of the writing, the purpose or goal of the writing, what led up to the writing, what happened after the writing, and the significance of the writing in the context of history. Guiding questions are provided to help students better understand the primary source, the sentiments of the writer, and the reason for the document being written.

Studying the speeches and letters of famous men and women through history in this manner helps students begin to recognize various points of view, learn how words can stir emotions and impact history, and gain a glimpse into the mind of the writer. Documents have been chosen for their narrative quality and their ability to paint a diverse picture of world history, as well as their capability to give a glimpse into the writer’s wit, deep-rooted beliefs, emotions, and passions.

Understanding words from another time period is often difficult, as the writing occurred in another time and place. With this in mind, simply reading the primary source and thinking about its place in history is the main goal for this level. It is important to keep in mind that reading and comprehending primary sources is a skill that takes time to develop. The primary sources within *Revival to Revolution* are meant to provide an introduction to the skills of analyzing and evaluating primary sources.

### **Research**

One day in each unit requires students to research the lives of the signers of the Declaration of Independence. A full-color card is provided for each signer in the back of the *Revival to Revolution Student Notebook*. Each card includes the signer’s portrait, date of birth, date of death, age at signing, age at death, colony represented, and signature as it appeared on the Declaration of Independence.

Students are asked to research the signer’s occupation(s), two interesting facts about the signer, any hardship(s) suffered, and what the signer did to further the cause of independence. Each of the signers has an inspiring story written about them within *The Signers: The 56 Stories Behind the Declaration of Independence*. These stories are scheduled within the *Revival to Revolution* plans as a resource for students’ research.

Students cut out each card from the *Revival to Revolution Student Notebook* and write the findings from their research on the back of each card. After all cards are completed, cards are then sorted into groups by colonies, by the delegates’ ages at

## **“Learning Through History” Components** (continued)

the time of signing, by age groups, and from youngest to oldest signer based on age at death. The students are also given a choice of one other way to sort the cards, such as by year of birth, year of death, occupation, or the order in which the delegates signed the Declaration of Independence.

The purpose of this research activity is to train students to read to find information, to make brief notes, to sift and sort information, and to create a written card from the information they’ve gathered. At the close of the year students will have a beautiful deck of cards to remember their research by, as well as an appreciation for the 56 men who risked their fortunes, reputations, and lives by signing the Declaration of Independence.

### **State Study**

Three days in each unit are scheduled within *Revival to Revolution* for students to complete a study of the fifty states using the *Children’s Atlas of the U.S.A.*, *Desk Atlas of the United States*, and *State Study Road Trip: 50 Scenic State Postcards*. Students will also need the state maps included in the 2-book set of *Map Trek Outlines* and *Map Trek Atlas* to complete the study. The *Map Trek* books are part of the Economy Package needed for use with *Revival to Revolution*. This course provides a visually appealing overview of the building of our nation, state by state.

The state study includes interesting facts and trivia about cities, inventions, national parks, historic sites, and other claims to fame for each state. These facts are illustrated with beautiful photographs. Also included are state nicknames, state mottos; and images of the state bird, tree, flower, flag, seal, and capital. Interesting information on historic monuments, the flag’s meaning, the state’s resources, and maps to label with names of surrounding states are also a part of this study. Brief entries on notable historical people, events, and landmarks are provided for each state. These anecdotes are fascinating and help students better visualize each state.

All information needed to fill in corresponding *Map Trek* state maps and *Scenic State Postcards* is provided in the *Children’s Atlas of the U.S.A.* and *Desk Atlas of the United States*. By the time students finish their state study, they will have collected a postcard for each state. You may wish to display these full-color postcards in a 3-ring binder with clear 2-pocket photo page protectors that fit two 5”x 7” cards per page.

### **History Project**

Three days in each unit are devoted to a meaningful, hands-on project that is designed to bring the history stories to life. Each project is scheduled to be easily completed by the student semi-independently in three short stages. Projects require little or no preparation and use materials you are likely to have on hand. Unique art supplies for the projects scheduled within this guide include colored chalk, oil pastels, watercolor paper, and watercolor paint. Projects correlate closely

## **“Learning Through History” Components** (continued)

with the history stories and provide an important creative outlet for students to express what they’ve learned.

Projects range from creating an Eastern Woodland headdress, to designing a monogrammed coin like Louis XV’s; from painting a Chinese vase, to baking English and French tea cakes; from playing a card game called *Three Estates*, to writing in code like Benedict Arnold; from etching your name in hieroglyphics on your own Rosetta Stone, to decorating Napoleonic-themed cookies; from performing the Mexican Hat Dance, to painting a Japanese fan; from experimenting with an Australian boomerang, to making Southern sweet tea; from constructing your own suspension bridge, to using layered paper to create a Latin American mola, and much more!

Note: The activities in our guides are truly written to include supplies you would normally have on hand. We purposely do not include activities that use unusual materials. A supply list is not included, as it would prove to be more confusing than helpful. This is because many possible substitutions are listed within the plans for each project. We encourage you to try teaching our plans as intended without a supply list, allowing you to take advantage of the open-and-go format of this guide.

### **Independent History Study**

Daily independent history assignments that correspond with the historical time period are scheduled using these resources: *What in the World? Vol. 3* by Diana Waring, *Draw and Write Through History: Napoleon to Lady Liberty* by Carylee Gressman and illustrated by Peggy Dick, *Thomas Jefferson’s America* by Jim Weiss, *Abraham Lincoln and the Heart of America* by Jim Weiss, and *Revival to Revolution Student Notebook* designed by Merlin DeBoer. Audio presentations, copywork of quotes and verses, notebook entries, guided drawing lessons, timeline study, and black and white historical pictures for students to color are all included in the independent history study part of the plans.

Accuracy and attention to authentic detail are encouraged. Entries are meant to be factual and to provide a finished product that gives an overview of the history topics studied throughout the year. Notebook entries are done within the *Student Notebook*.

The books in the “Reading about History” part of the plans and the resources listed in the “Independent History Study” part of the plans are sold as a set in the **Economy Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

### **Storytime**

Daily storytime sessions are linked to the “Reading about History” box of the plans by historical time period. These books provide the historical backdrop, or a panoramic view of history, while the “Reading about History” readings provide a more factual view.

## **“Learning Through History” Components** (continued)

These scheduled read-alouds are highly recommended, unless you need to economize. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set as a **Basic Package**, or sold individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

The “Storytime” box of plans includes oral narration practice and higher level thinking questions specific to each day’s reading. Analysis, synthesis, and evaluation questions are meant to encourage reflection about the readings and promote higher-level thinking.

Analysis level questions focus on examining and breaking information into parts, identifying motives or causes, making inferences, and finding evidence to support generalizations.

Questions at the synthesis level require students to compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Questions at the evaluation level require students to present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. Definitions of analysis, synthesis, and evaluation questions are related to Bloom’s Taxonomy.

Leading students to think in this manner goes beyond finding one right answer. Rather, students are encouraged to analyze, synthesize, and evaluate what they’ve read to reach their own conclusions.

Note: If you are already doing a Storytime package with a different Heart of Dakota program, you may choose to have 6<sup>th</sup>-7<sup>th</sup> grade students read the books in this package on their own by following the plans in the “Storytime” box.

### **Independent History Study for Older Students**

An Extension Package Schedule in the Appendix extends the area of history to include more advanced independent reading material. This allows your older students to learn along with your younger students. This Extension Package is best suited for eighth and ninth graders who are independent readers. For older students who are not yet strong readers, the Basic Package could be used instead of the Extension Package. However, all students in grades eight on up should watch *The American Testimony* Videos as noted in the Extension Package Schedule in the Appendix.

A schedule of daily independent readings for these books is provided in the Appendix of *Revival to Revolution*. General suggestions for follow-up assignments are also included at the beginning of the Extension Package Schedule. Complete listings and book descriptions for these books can be found in the Appendix. These

books are sold as a set in the **Extension Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package is an optional part of *Revival to Revolution*.

Note: As students are entering their high school years and are reading higher-level literature, there can be more language to be aware of within the readings. For this reason, it will be very important to carefully read the warnings provided in the Extension Schedule.



## “Learning the Basics” Components

### Grammar, Mechanics, and Usage

Grammar lessons are scheduled daily in each unit and focus on grammar, mechanics, and usage for the purpose of improving writing. *Revival to Revolution* includes two choices for English. Choose **either** *Following the Plan: English 5* **or** *Progressing With Courage: English 6*. Both texts are scheduled within *Revival to Revolution* daily, giving you a choice for your 6<sup>th</sup> and 7<sup>th</sup> graders to do all of English 5 or the first half of English 6. The following year students will complete either the last half of English 6 or all of English 6. In order to keep the area of language arts in balance within our guides, while still allowing us to utilize a rigorous English program, our goal is for students to complete English 6 by the end of grade 8. This will prepare students well for high school level English requirements. Students in grades 6 on up who have had little grammar instruction should use English 5, since it is considered to be a foundational level of the text.

8<sup>th</sup> and 9<sup>th</sup> graders, who have had significant grammar by completing all of English 6, or its equivalent, may use English 7 instead. *Building Securely: English 7* is not scheduled within *Revival to Revolution*, but the lessons are divided in the Rod and Staff text for ease of use. For high school students, we recommend completing half of English 7 this year and the other half the following year. The scope and sequence of English 7 is worthy of high school credit.

Within the English text, systematic lessons focus on one rule or concept per lesson. In order to keep the lessons short, you may want to do most of the lesson orally or on a white board, requiring only one set of practice exercises to be written by the student each day. The Teacher’s Manual is considered to be necessary at this level. See the “Table of Contents” in either *Following the Plan: English 5* or *Progressing With Courage: English 6* for a scope and sequence. Students need a lined composition book or notebook for their written work.

Since Rod and Staff is a complete English program, which teaches not only grammar but also a full range of English and writing skills, replacing Rod and Staff with another “grammar only” program will not suffice. Within our Heart of Dakota plans, we are expecting that you are teaching the full-range of English skills that are introduced and practiced within Rod and Staff.

### Writing

Writing lessons are scheduled once each unit using *Imitation in Writing: Fairy Tales* by Matt Whitling. Our plans divide *Imitation in Writing: Fairy Tales* over 35 weeks, with weekly sessions lasting approximately 35-40 minutes. The plans use only selected tales from *Imitation in Writing: Fairy Tales*. This inspirational Christian resource includes guided, age-appropriate lessons to help students retell a story using the time-tested method of imitation. The workbook includes famous fairy tales for students to imitate, as well as a guided plan for students to follow in their rewrites. Loosely based on IEW’s methods, *Imitation in Writing* will have your students honing needed narration and writing skills in no time!

## **“Learning the Basics” Components** (continued)

Engaging examples of writing from well-known authors like Hans Christian Andersen and the Brothers Grimm form the basis of the lessons. Through a step-by-step story-based approach to writing, students use new vocabulary in context, practice outlining a plot in three acts, describe characters, and learn the basics of fairy tale composition. The story-based approach of *Imitation in Writing* encourages creativity, while also providing practice in imitation. Writing creatively gives students the opportunity to use God’s gift of language in a way that imitates His creativity. Learning to write creatively for His glory is a skill students desperately need in today’s world.

Each guide has its own writing needs that vary from guide to guide, based on the writing across the curriculum scheduled within the plans. Rod and Staff English lessons are scheduled daily in this particular guide and include not only grammar but also additional writing lessons. This, combined with the amount of writing done in other *Revival to Revolution* coursework, makes *Imitation in Writing: Fairy Tales* an excellent choice for writing instruction in this guide. Each student needs a copy of *Imitation in Writing: Fairy Tales*, as it is consumable.

### **Dictation**

Studied dictation to practice spelling skills is scheduled three days in each unit. Levels 5, 6, 7, and 8 of dictation are provided in the Appendix. Dictation Levels 7 and 8 have fewer passages than the preceding levels of dictation. This is intentional, as the passages grow in length and difficulty.

Students should continue to do studied dictation three days a week in each unit no matter what level of dictation they are doing. Whenever students complete the final dictation passage in Level 8, they are finished with dictation. Dictation passage levels do not necessarily correspond to grade levels, so students may be continuing dictation during their high school years.

Special instructions for the dictation passages are included in the Appendix. It is important to read and follow these instructions carefully in order to correctly implement the method of studied dictation.

The Charlotte Mason method of studied dictation is used. In this method, students study the passage prior to having it dictated. This is an important step in learning to visualize the correct spelling of words. All items in the passage must be written correctly, including punctuation marks, before going on to the next passage. Studied dictation focuses on the goal of using correct spelling within the context of writing. Permission is granted for you to make copies of the “Dictation Passages Key” to log your children’s progress in dictation. A lined composition book is needed for dictation.

## **“Learning the Basics” Components** (continued)

### **Copywork**

Copywork is scheduled from a variety of sources such as Scriptures, quotes, and classic poetry. By copying from a correctly written model, students gain practice in handwriting, spelling, grammar, capitalization, punctuation, and vocabulary. Work should be required to be done neatly and correctly. It is important for students to produce careful, quality work, rather than to produce a large quantity of work that is carelessly done. For this purpose, copywork assignments are kept relatively short.

At this age, students may choose whether to complete copywork assignments in cursive or in manuscript. All copywork is either written in the *Common Place Book* or in the *Student Notebook*, as directed within the *Revival to Revolution* lesson plans.

A *Common Place Book* is often a bound composition book with lined pages. It provides a common place to copy anything that is timeless, memorable, or worthy of rereading. It is for copying text and not for original writing. Bible verses, classic poetry, and memorable quotes will be written in the *Common Place Book* this year.

### **Reading**

Three days in each unit recommend using *Drawn into the Heart of Reading* for literature study. This reading program is multi-level and is designed to use with any books you choose. It is available for students in levels 2-8. It is divided into nine literature units, which can be used in any order.

*Drawn into the Heart of Reading* is based on instructions and activities that work with any literature. It can be used with one or more students of multiple ages at the same time because it is structured around daily plans that are divided into three levels of instruction. *Drawn into the Heart of Reading* is intended for use year after year as you move students through the various levels of instruction. It is designed to teach students to evaluate characters using a Christian standard that is based on Godly traits.

In order to use *Drawn into the Heart of Reading* with your independent reader, you need the *Drawn into the Heart of Reading* Teacher’s Guide and the *Level 6/7/8 Student Book*. You may also choose whether to purchase these optional resources: *Level 5/6 Girl Interest Book Pack*, *Level 5/6 Boy Interest Book Pack*, *Level 6/7 Book Pack*, or the *Sample Book Ideas List*. Packages for *Drawn into the Heart of Reading* is available at [www.heartofdakota.com](http://www.heartofdakota.com). Descriptions of books within each pack can be viewed online.

### **Bible Quiet Time**

Each daily Bible quiet time includes independent Bible lessons from *Heroes of Faith: Hidden Treasures in Hebrews*. As this book is consumable, each student

## **“Learning the Basics” Components** (continued)

needs a copy of *Heroes of Faith*. This inductive Bible study will take students step-by-step through Hebrews 11:1-12:3 to lead them to discover timeless truths that will help them the rest of their lives. Lessons on the ten heroes of faith include examining the lives of Abel, Enoch, Noah, Abraham, Sarah, Joseph, Moses, Rahab, David, and Jesus. These lessons develop Godly character and invite students to learn the lifelong habit of digging into Scriptures to seek God’s truth.

Each quiet time also includes a prayer focus and Scripture memory work. The prayer focus includes the 4 parts of prayer: adoration, confession, thanksgiving, and supplication. Students memorize all of Hebrews 11:1-12:3 through recitation and repetition. Full-color *Scripture Cards for Hebrews 11:1-12:3* correlate with the verses students memorize each week. Students also copy all of Hebrews 11:1-12:3 in their *Common Place Books*. Instilling the habit of a daily Bible Quiet Time from an early age is one of the most important ways to encourage a lifelong desire to meet with the Lord each day.

### **Music Appreciation**

Two days in each unit focus on music appreciation using a combination of *The Story of Classical Music*, *A Young Scholar’s Guide to Composers*, *Classical Kids* audio stories, and *Color the Classics: Hymn Writers*. These resources provide an unforgettable look at the legacy of classical music, inviting students to discover what makes each period of music unique. As students journey through time, they will listen to enduring music, learn about the instruments, and study famous composers and hymn writers to see what makes their work so timeless. The unique combination of resources in this study will help your children love music!

*A Young Scholar’s Guide to Composers* features a close-up look at famous composers, their music, and their times, with special attention to character traits and Christian testimony (or lack thereof). *The Story of Classical Music* provides an audio glimpse into the lives and music of more than 90 colorful composers, along with facts from history.

Classical Kids’ audios *Mr. Bach Comes to Call*, *Beethoven Lives Upstairs*, *Mozart’s Magnificent Voyage*, *Tchaikovsky Discovers America*, and *Gershwin’s Magic Key* showcase a unique combination of music, history, and dramatic story-telling. Designed to introduce students to the composers and their music, each story is told from the point of view of a child interacting with the composer. Finally, learn about classic hymns and their writers – including Luther, Watts, Wesley, Newton, and Crosby – through *Color the Classics: Hymn Writers*. The accompanying fully orchestrated hymn audio is a joy to sing with and to hear!

Our chronological tour of music history will have students tapping their toes, humming a tune, and appreciating music in a whole new way. This music appreciation study is scheduled for the parent and student to complete and discuss together.

## **“Learning the Basics” Components** (continued)

### **Biblical Worldview Study**

Two days in each unit are focused on the Biblical worldview study *Who Is God? And Can I Really Know Him? Revival to Revolution’s* plans intend for the pages within *Who Is God? And Can I Really Know Him?* to be read either silently, by both parent and child, or read aloud to the child by the parent. Either method of reading lends itself to deeper thinking about the topics and questions presented in the text. This study also has much to be gained by discussion, as it provides an excellent opportunity to share what **you** believe. Personal reflection and application is encouraged as each person is asked to share key points he/she felt were meaningful within the day’s readings.

This Bible study gives you the tools to teach your children a Christian worldview and pairs beautifully with *Heroes of the Faith: The Hidden Treasures of Hebrews*. The partnership of a parent-led Biblical worldview study with a student-led Bible quiet time works together with Scripture memorization to help children draw nearer to the Lord each day through time spent in His Word. *Who Is God? And Can I Really Know Him?* shares God’s attributes, His provision, His design for Creation, the Fall, and His plan for salvation. It will help you teach essential foundational truths upon which a Biblical Christian worldview is built. Students need a lined notebook or journal for the written work within this study.

### **Math Exploration**

A math instruction reminder is listed in the plans daily. *Revival to Revolution* offers a choice of *Singapore Primary Mathematics 6A, 6B; Apologia Math 6; Mastering Essential Math Skills Book 2; Mastering Essential Math Skills Pre-Algebra; Principles of Mathematics Book 1; or Understanding Pre-Algebra*.

*Apologia Math 6* comes with its own 4-day-a-week plan. Schedules for *Singapore Math 6A/6B* are also 4 days per week and are located in the Appendix of *Revival to Revolution*. Both an “A” and a “B” set are needed for a full year of Singapore math instruction. For placement, go to [www.singaporemath.com](http://www.singaporemath.com) and click “placement” for a free math placement test. Choose the U.S. version of the test.

*Mastering Essential Math Skills Book 2* is a Pre-Algebra/Algebra preparation course that works well for sixth through eighth grade students who need to firm up foundational skills, or for older students who have struggled with math in the past. Online video tutorials accompany each lesson. A daily schedule to use *Mastering Essential Math Skills Book 2* can be found in the Appendix of *Revival to Revolution*.

*Mastering Essential Math Skills Pre-Algebra* is a Pre-Algebra course that includes online video tutorials focused on helping students master skills necessary for success in Algebra. It is shorter than typical Pre-Algebra courses, making it easy to learn key concepts fast. A schedule to use *Mastering Essential Math Skills Pre-Algebra* can be found in the Appendix of *Revival to Revolution*.

## **“Learning the Basics” Components** (continued)

To use *Principles of Mathematics*, a *Principles of Mathematics: Book 1 Student Textbook* and *Principles of Mathematics: Book 1 Student Workbook* are needed. The *Student Workbook* contains a “Suggested Daily Schedule” for a 180-day school year and an answer key with fully-worked solutions. A suggested schedule to match *Revival to Revolution* can be found in the Appendix of *Revival to Revolution*.

*Understanding Pre-Algebra* is a visual, critical thinking focused Pre-Algebra course that works well for seventh through eighth grade students. It organizes concepts in a logical fashion, stressing practice and higher level thinking. An answer key is included in the back of *Understanding Pre-Algebra*. A fully-worked solutions manual is available for free download on the publisher’s website.

If you have a different math program that you are already comfortable using, feel free to substitute it for the math portion of the plans.

### **Independent Science Exploration**

Daily independent science readings are scheduled as an Inventor Study using books contained in the Science Package. This living book approach focuses on nine different categories of innovative inventions throughout history in areas such as writing, electricity & lighting, microbiology & medicine, everyday inventions, clothing, transportation, food, communication, air travel, and more. The science package is considered necessary unless you have your own science. Reading material is meant for students to read independently.

These books are sold as a set in the **Science Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package includes a choice of Option 1 or Option 2. Both options include 10 living books and *The Collector’s Gallery of Innovation* listed in Option 1 below. Option 1 contains a *Standard Curriculum Kit*, and Option 2 contains an *Advanced Curriculum Kit*. Three days in each unit are devoted to the standard study and to the Inventor Study. Two additional days in each unit are required for the advanced study.

#### **Option 1:**

- \**The Story of Inventions* by Anna Claybourne & Adam Larkum
- \**Out of Darkness* by Russell Freedman
- \**Michael Faraday: Father of Electronics* by Charles Ludwig
- \**Inventors & Scientists* by Marilyn Boyer
- \**Who Was Levi Strauss?* by Ellen Labrecque
- \**Henry Ford: Young Man with Ideas* by Hazel B. Aird and Catherine Ruddiman
- \**Chocolate by Hershey* by Betty Burford
- \**Always Inventing: A Photobiography of Alexander Graham Bell* by Tom L. Matthews
- \**Who Was Nikola Tesla?* by Jim Gigliotti
- \**The Wright Brothers: They Gave Us Wings* by Charles Ludwig
- \**The Collector’s Gallery of Innovation* designed by Shaw Austin

\**Exploration Education Intermediate Level: Physical Science Standard Version*  
by John WR Grunder

**Option 2:** (Includes the first 11 resources in Option 1 and the kit listed below)

\**Exploration Education Intermediate Level: Physical Science Advanced Version*  
by John WR Grunder

For students ages 11-13, choose Option 1. The *Standard Curriculum Kit* includes one intermediate logbook. Add an extra intermediate logbook for each additional student aged 11-13. For students in 8<sup>th</sup> grade on up, choose Option 2. The *Advanced Curriculum Kit* contains one advanced logbook. Add an extra advanced logbook for each additional student in 8<sup>th</sup> grade on up. If you have students in both age ranges, choose Option 2 and add an intermediate logbook for each younger student, so both age ranges can use the program together.

The study of inventors focuses on fascinating, true-life stories of those who used innovation to pave the way for growth in writing, electricity & lighting, microbiology & medicine, everyday inventions, clothing, transportation, food, communication, air travel, and more.

*The Collector's Gallery of Innovation* is a gorgeous, full-color gallery that includes pictures of inventors, inventions, and historic connections, as well as questions to answer based upon the readings from living books. The inventions are grouped into exhibits within *The Collector's Gallery of Innovation*, providing a beautiful timeline of various types of inventions that students can page through. Each student is required to have his/her own spiral-bound *Collector's Gallery of Innovation* to complete the study.

*Exploration Education* meets National Science Education Standards with its thorough textual materials, hands-on experiments, and real-life projects in the area of physical science. The *Exploration Education* curriculum contains 36 chapters and 108 guided lessons on CD-ROM, with 108 experiments/activities to record in the student logbook. To perform their experiments, students build 7 projects, including an electric racer, a solar fan, a rocket, a circuit, a motor, a balance scale, and an uno/guitar. The Advanced Kit adds the following three additional projects: a glider, a steamboat, and a mini-house. Both kits include all needed materials, allow students to work independently, provide the thoroughness of a text, and utilize a hands-on approach.

Experiments use lab sheets with the scientific process, while entries in *The Collector's Gallery of Innovation* encourage students to learn about inventors, inventions, and historic connections. This balance of living books, hands-on experiments, and scientific methods, provides an enjoyable way to learn science while still meeting National Science Education Standards.